

**PROJECT DEVELOPMENT COURSE FOR
LOCAL GOVERNMENTS**

GUIDEBOOK

WRITESHOP AND FINALIZATION



United States Agency for International Development



Governance and Local Democracy Project/GOLD

INTRODUCTION

This event represents the culmination of the project development course activities. By this time, the LGU project development teams shall have completed an initial draft based on the outputs of the workshop and the field coaching. Those drafts shall be subject of technical editorial work to be provided by the team of consultants. It is important that by this time, all key assumptions relating to the project shall have been finalized. It is also important that by this time, all initial drafts and related data or information shall have been organized.

OVERVIEW OF THE PROJECT DEVELOPMENT COURSE FOR LOCAL GOVERNMENTS

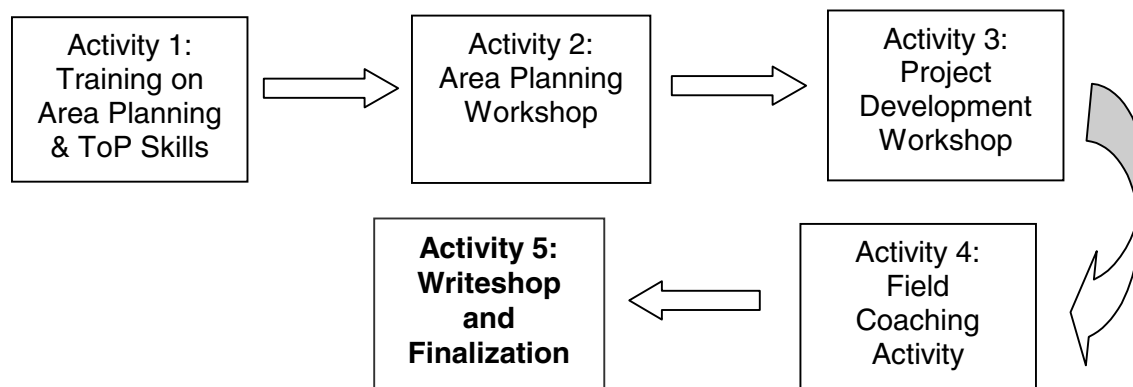
The Project Development Course for Local Governments has the following for its objectives:

1. Improve the capability of local government units to identify projects in a manner consistent with the principles of sustainable development and participatory governance;
2. Impart to the participants in the course, analytical methods relevant to project study preparation; and
3. Introduce the participants to alternative financing modes now available to local governments under the Local Government Code of 1991.

Two major outputs are expected of participants namely, (a) an area framework for development, including a prioritized list of local projects determined by the local government to be strategic to the development of its area, and (b) a project study that may be presented by local governments to financing institutions.

The course uses a hands-on approach to learning. Throughout the program, facilitators and technical consultants guide the participants in the use of specific techniques in project identification, study preparation and documentation or packaging. The learning-by-doing approach ensures that the participants experience each aspect of the project development process.

The course has five distinct phases or events. These are:



This guidebook covers the fifth activity of the course (shaded box) namely the Writeshop and Finalization of the Project Study Document.

RELATION OF THIS WORKSHOP TO PREVIOUS ACTIVITIES

By this time, the participants shall have completed all data gathering and initial write-ups. These will constitute the main inputs to the activity.

OBJECTIVES OF THIS ACTIVITY

At the end of this four-day activity, the participants are expected to:

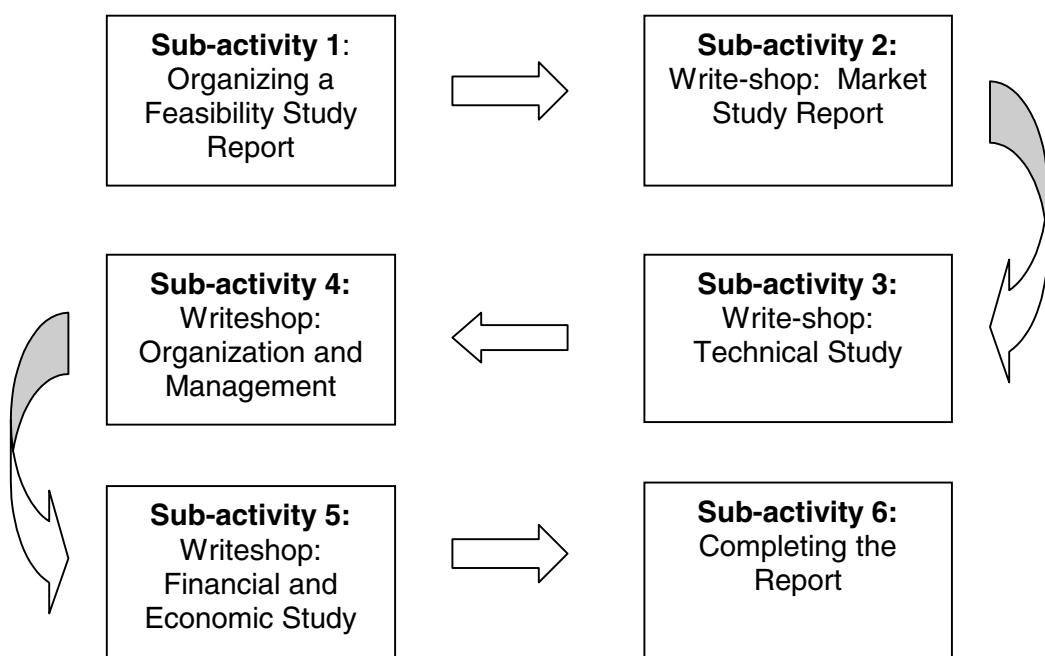
Rational Objectives	Experiential Objectives
<ul style="list-style-type: none">• Complete the first integrated draft of the project study, and	<ul style="list-style-type: none">• Appreciate the challenges associated with the preparation of a project feasibility study, and• Enjoy a rigorous but rewarding experience in social marketing.

SPECIFIC OUTPUTS OF THE WORKSHOP

At the end of the writeshop, the participants shall have completed the Integrated draft of the Project Study document. The integrated draft consists of the sections on the market, technical study, organization and management study, financial analysis and economic evaluation.

GENERAL WORKSHOP FLOW

This activity will consist of six (6) structured sub-activities shown below.



The structure of each sub-activity is discussed in the succeeding pages. For the participants' guidance, following is the Workshop Program of Activities.

WRITESHOP & FINALIZATION

Program of Activities

Day/Time	Activity	Requirements
Day 1: AM 8:00-9:00	Participants' arrival and registration	Fill up registration form Sign attendance sheet
9:00-9:30	Opening Activities Pambansang Awit Welcome Remarks Leveling of Expectations Explanation of Writeshop Flow	Opening Program Writeshop objectives Facilitator Whiteboard Marker pens Microphone Overhead projector
9:30-9:45	Overview of the Writeshop Expected Outputs Topics Covered Overview of Process Workshop Rules	Writeshop Guidebook Facilitator
9:45-10:00	Session 1: Input <i>"How to Organize a Feasibility Study Report"</i>	Facilitator Writeshop Guidebook Template for Session 1 in Easel Sheet or Transparency Microphone
10:00-10:30	Session 2: Input <i>"The Market Study Report Outline"</i>	Facilitator Writeshop Guidebook Template for Session 2 in Easel Sheet or Transparency Microphone Overhead Projector
10:30-12:00	Session 2 (cont): Writeshop: Market Study	Computers/printers Facilitators Paper
12:00-1:00	Lunch	
PM 1:00-3:00	Session 2 (cont): Writeshop: Market Study	Computers/printers Facilitators Paper
3:00-4:00	Session 2 (cont): Gallery/Editorial Work	Easel Sheets Computers Completed drafts, two sets (For display and edit) Critic teams (assignments) Paper Colored Pens
4:00-5:00	Session 2 (cont): Plenary/Critiquing	Easel Sheets Computers Completed drafts, two sets

Day/Time	Activity	Requirements
		(For display and edit) Critic teams (assignments) Paper Colored Pens
Day 2: AM 8:00-8:30	Session 3: Input: <i>"The Technical Study Report Outline"</i>	Facilitator Writeshop Guidebook Template for Session 2 in Easel Sheet or Transparency Microphone Overhead Projector
8:30-12:00	Session 3 (cont): Writeshop: Technical Study	Computers/printers Facilitators Paper
12:00-1:00	Lunch	
PM 1:00-3:00	Session 3 (cont): Writeshop: Technical Study	Computers/printers Facilitators Paper
3:00-4:00	Session 3 (cont): Gallery/Editorial Work	Easel Sheets Computers Completed drafts, two sets (For display and edit) Critic teams (assignments) Paper Colored Pens
4:00-5:00	Session 3 (cont): Plenary/Critiquing	Easel Sheets Computers Completed drafts, two sets (For display and edit) Critic teams (assignments) Paper Colored Pens
Day 3: AM 8:00-8:30	Session 4: Input: <i>"The Organization and Management Study Report Outline"</i>	Facilitator Writeshop Guidebook Template for Session 2 in Easel Sheet or Transparency Microphone Overhead Projector
8:30-12:00	Session 4 (cont): Writeshop: Organization and Management Study	Computers/printers Facilitators Paper
12:00-1:00	Lunch	

Day/Time	Activity	Requirements
PM 1:00-2:00	Session 4 (cont): Gallery/Editorial Work	Easel Sheets Computers Completed drafts, two sets (For display and edit) Critic teams (assignments) Paper Colored Pens
2:00-3:00	Session 4 (cont): Plenary/Critiquing	Easel Sheets Computers Completed drafts, two sets (For display and edit) Critic teams (assignments) Paper Colored Pens
3:00-3:30	Session 5: Input: <i>"The Financial Study Report Outline"</i>	Facilitator Writeshop Guidebook Template for Session 2 in Easel Sheet or Transparency Microphone Overhead Projector
3:30-4:00	Session 5: Input: <i>"The Economic Study Report Outline"</i>	Facilitator Writeshop Guidebook Template for Session 2 in Easel Sheet or Transparency Microphone Overhead Projector
4:00-5:00	Session 5 (cont): Writeshop: Financial and Economic Study	Computers/printers Facilitators Paper
Day 4: AM 8:00-12:00	Session 5 (cont): Writeshop: Financial and Economic Study	Computers/printers Facilitators Paper
12:00-1:00	Lunch	
PM 1:00-2:00	Session 5 (cont): Gallery/Editorial Work	Easel Sheets Computers Completed drafts, two sets (For display and edit) Critic teams (assignments) Paper Colored Pens
2:00-3:00	Session 5 (cont): Plenary/Critiquing	Easel Sheets Computers Completed drafts, two sets (For display and edit) Critic teams (assignments) Paper

Day/Time	Activity	Requirements
		Colored Pens
4:00-4:30	Session 6 (cont): Input: Completing the Report	Templates for: ➤ Introduction ➤ Table of Contents ➤ Foreword/Preface ➤ Executive Summary Easel Sheets Overhead Projector
4:30-5:00	Session 6 (cont): Writeshop and review of complete document	Completed document Facilitator Colored Pens Computers Printers Paper
5:00-5:30	Discussion: Next Steps	
5:30-6:00	CLOSING	

GUIDELINES FOR CRITIQUING

- ❑ Read the output thoroughly.
- ❑ Ask concrete, clarificatory questions.
- ❑ Offer constructive criticism
- ❑ When/if possible, propose actions or solutions to problems and/or concerns.
- ❑ For editorial comments or corrections, write on the page(s). Use green ink.
- ❑ For general comments, write on the "Remarks" sheet.
- ❑ Write legibly.
- ❑ Check the flow of thought so that readers will be able to follow the logical pattern of the analysis.
- ❑ Check for grammatical correctness and right spelling.
- ❑ Check for typographical errors of figures especially those in the tables, graphs, and charts.
- ❑ Format the text (fonts, borders, paragraphing, etc.) so that the whole document is easy on the eye, not left hanging between pages, appropriate emphasis, capitalization, etc.
- ❑ Check for completeness, conciseness, and consistency.

The guidelines for gallery, critiquing and plenary are listed down in all the components for purposes of the participants aside from a separate easel sheet/page.

GUIDE FOR TECHNICAL FACILITATORS

Organizing the Report

The facilitator shall:

- ❑ Lead the participants into an understanding of the objective and use of the technical study template; and
- ❑ Explain fully the prescribed minimum output for each section.

Writing-Editing-Proofreading the Report

The facilitator shall direct participants to:

- ❑ Arrange data, exhibits, graphs, tables, charts in a manner that is easily understood by the readers.
- ❑ Word their text, analyses, explanation, etc. so that they are concise, appropriate, clear, and do not trigger negative reactions.
- ❑ Check the flow of thought so that readers will be able to follow the logical pattern of the analysis.
- ❑ Check for grammatical correctness and right spelling.
- ❑ Check for typographical errors of figures especially those in the tables, graphs, and charts.
- ❑ Format the text (fonts, borders, paragraphing, etc.) so that the whole document is easy on the eye, not left hanging between pages, appropriate emphasis, capitalization, etc.
- ❑ Check for completeness, conciseness, and consistency.

**PROJECT DEVELOPMENT COURSE FOR
LOCAL GOVERNMENTS**

WRITESHOP AND FINALIZATION

GUIDE TO SUB-ACTIVITIES



United States Agency for International Development



Governance and Local Democracy Project/GOLD

ORGANIZING THE PROJECT STUDY REPORT

Duration:	15 minutes
Outputs:	Presentation of General Outline
Requirements:	Template, Guidebook, Easel sheets or transparency. Microphone
Facilitation:	1 Facilitator to present and explain the general outline.

1. The facilitator presents and explains the general outline of the project study.
2. He asks for questions or clarifications.
3. After these have been discussed, the facilitator proceeds to Session 2.

The general outline is presented among the attached “*Handouts*” as Template 1.

WRITESHOP FOR THE MARKET STUDY REPORT

Duration:	6 hours
Output:	Project Description Poster
	Requirements: Lecturer Outputs of the field coaching Template Writeshop Guidebook Microphone Overhead projector Computer Paper Printer Pens
Facilitation:	A facilitator is assigned to each LGU to guide the activity.

Objectives of the Session

Rational:

At the end of the session, the participants should have drafted the following parts of the Market Study for their identified projects:

- ✓ Market demand and supply of the product
- ✓ Results of the market analysis (demand and supply analysis): and
- ✓ Marketing plan and strategies.

Experiential:

At the end of the session, the participants will have:

- ✓ Realized the difficulty of drafting the market aspect of the whole project study;
- ✓ Enjoyed the knowledge of having a demand for their proposed project: and
- ✓ Be excited over how they drafted the marketing plan and strategies for their project.

Detailed Session Guide

The following is a detailed guide on the activities under this session. Each session will consist of four main parts namely: (1) Input, (b) Writeshop proper, (c) Gallery and Critique and (d) the Critique in Plenary.

The details of each are presented in the following table.

Writeshop on the Market Study Procedure Outline

Date/Time	Activity	Output
Day 1 10:00-10:30	<p>Input: The Market Study Report Outline</p> <p>A technical Specialist shall present an annotated outline of the Market Study Chapter of the project study. The Specialist shall discuss the Market aspects covering the following:</p> <p>Input: Explanation of Market Study Module Template</p> <p>A technical Specialist shall present the Market Study Module of the Project Feasibility Study. Briefly, he shall explain the different parts of the market aspect and the minimum requirements for each part, as follows:</p> <p>Introduction: What is a market study? What does it hope to achieve? A market study establishes the need or demand for the products/services of a proposed project to its target clients/ beneficiaries. Results of the various aspects examined in a market study allow you to devise and design the necessary /appropriate marketing plans and strategies to suit client needs and preferences; and/or ensure clients' acceptability of project outputs (products/services).</p> <p>Overview of the Market: Description of the overall market of the product and its clients/beneficiaries. This will cover the identification, definition and description of the service or product/commodity to be provided or offered; as well as the likely users, consumers, clients or beneficiaries of the said service/commodity.</p> <p>Estimate of Demand: A demand analysis quantitatively identifies the needs of the target clients/ beneficiaries; and their willingness and capacity to pay for a given product. It involves: a) identification and analysis of demand determinants or factors affecting demand or need; b) estimation of past and present demand; and c) projection of future demand.</p> <p>Estimate of Supply: Supply analysis is the evaluation of the supply situation for the proposed product. It includes identification of sources of the product/service being considered, with regard to volume of output, capacity distribution, service area and</p>	<p>The participants shall have been briefed on the output of the writeshop session for The Market Study.</p> <p>Participants oriented on the Market Study Module Template for the session.</p>

Date/Time	Activity	Output
	<p>other relevant an initial forecast of supply during the project's lifetime.</p> <p>Demand and Supply Analysis: Is there a demand for the product or an oversupply? This analysis is the consolidation and comparison of demand and supply projections. Demand-supply gaps whether shortages or surpluses are determined here. The market share of the project's product/service is established using its proposed volume of production as against the total market size.</p> <p>Marketing Plan/Strategy: How will you package and introduce the product/service to the market? How much are you going to price your product? How are you going to distribute and promote it considering current marketing practices? A marketing plan/strategy is a basic consideration in a market study. Oftentimes, it spells the success or failure of a new product in the market. A typical marketing plan deals with four areas: a) market segmentation and marketing, b) product-mix strategy, c) marketing mix, and d) marketing organization.</p> <p>A detailed outline of the Market Chapter of the project study is presented in the Section on "Handouts" as Template 2.</p>	
10:30 AM-3:00 PM	<p>Writing the Market Study Chapter of the project study:</p> <p>After the briefing, the participants are asked to write up the Market Study Chapter of the study using the outline provided. The technical facilitators shall guide the participants in writing up the chapter.</p> <ol style="list-style-type: none"> 1. The participants will be grouped by LGU. A lead facilitator will be assigned to each LGU. 2. The LGU team will work on all aspects of the subject matter. 3. The facilitators ensure that each participant has his/her handout (outline), supplies, materials including report templates. 4. Using drafts prepared during the coaching sessions and the project development workshop, the group writes up the Market Study chapter. 5. Computers will be made available to the participants. Staff of the Ateneo School of Government will assist the participants in accessing computers. 6. A Write-up Outline is provided each participant. 	Draft Market Study Chapter

Date/Time	Activity	Output
	7. Once the write-up is complete, the technical facilitator reviews this and posts an original copy at the Gallery. He leaves three reproduced copies of the same report on the display table for the other facilitators and/or resource persons to review.	
3:00-4:00 PM	Gallery and Critiquing: <ol style="list-style-type: none"> 1. Space will be provided for the postings. In front of the posting area, a display table will be provided. 2. The copy of the output posted on the gallery is not to be written on by the critics (both facilitators and participants). 3. The copies on the display table may be used by the critics for editorial and substantive modifications or corrections. 4. The critics may note down non-editorial comments on a sheet of paper provided for the purpose (placed beside the LGU display table. That sheet of paper shall have "COMMENTS" marked on it). 	Editorial and substantive comments on the drafts.
4:00-5:00 PM	Plenary Discussion of Critique: <ol style="list-style-type: none"> 1. A lead facilitator shall handle this sub-session. After all participants are seated and ready, the lead facilitator explains the process. He shall read each comment on the "COMMENTS" sheet of paper and ask the concerned LGU to react. Whenever he sees fit, the lead facilitator shall call on the critic to elaborate or clarify his/her point. 2. The lead facilitator shall read each sheet, one LGU at a time. 3. The participants are encouraged to expound or comment on the critique. 	Discussion and clarifications on critique.

WRITESHOP FOR THE TECHNICAL STUDY REPORT

Duration: 8 hours

Output: Write-up on Technical Study

Requirements:

1. List and description of identified technical alternatives.
2. Rationale behind the chosen technical alternative.
3. Output on (including annexes/exhibits)
 - ☐ Site Analysis
 - ☐ Total Project Cost
 - ☐ Pre-operational Requirements
 - ☐ Operational Resource Requirements
 - ☐ Implementation Plan
 - ☐ Preliminary Environmental Impact Assessment and Mitigating Measures
4. Computer, diskettes, printer, coupon bond, red pen, masking tape, board marker
5. Facilitator, resource persons, critiques

Facilitation: A facilitator is assigned to each LGU to guide the activity.

Objectives of the Session

Rational:

At the end of the session, the participants should:

- ✓ Have drafted the Technical Study Chapter of the Project Study;
- ✓ Know how best they can present an evaluation of the selected technical alternative.

Experiential:

At the end of the session, the participants should:

- ✓ Be confident in presenting their technical evaluation more clearly and coherently.

Detailed Session Guide

The following is a detailed guide on the activities under this session. Each session will consist of four main parts namely: (1) Input, (b) Writeshop proper, (c) Gallery and Critique and (d) the Critique in Plenary.

The details of each are presented in the following table.

Writeshop on the Technical Study Procedure Outline

Date/Time	Activity	Output
Day 2		
8:00-8:30 AM	<p>INPUT – The Technical Study Report Outline</p> <p>The facilitator shall lead the participants into an understanding of the objective and use of the technical study template. Also the facilitator is expected to explain fully the prescribed minimum output for each section.</p> <p>Technical Description of Product. The Specialist shall first provide the participants with an overview of the technical evaluation aspects of this phase of the project. This shall be followed by a discussion of the following contents of the study: a review of the project abstract with particular emphasis on the details of the selected technology or process, size or scale of the project, the proposed location, and the implementation horizon of the project. A brief explanation should be made on why the selected technical alternative was chosen.</p> <p>Site or Location Analysis. The Specialist shall lead the participants into a discussion of the advantages and disadvantages of the site or location of the project. The discussion should include the following contents: status of ownership, linkage with regional or national physical development framework, geophysical viability, CLUP compliance, proximity to or support of growth centers, access and right of way, and other factors contingent to the choice of site or location.</p> <p>Project Cost. The Specialist shall then brief the participants of the major components of the project, which shall form as the basis of the cost computation. The Specialist shall lead the participants to a review of the cost items and unit costing, making sure that all costs are based on the same price index and all quantities are of consistent units. The Specialist should emphasize that all costs derived at this point are the costs within the implementation phase of the project only.</p> <p>Pre-operating Technical Requirements of the Project. The Specialist</p>	<p>The participants shall have been briefed on the output of the writeshop session for the Technical Study</p>

Date/Time	Activity	Output
	<p>shall first provide the participants with an overview of the technical requirements of this phase of the project. This shall be followed by a discussion of the following contents: a) pre-engineering and design works and b) pre-testing before operating the project.</p> <p>Resource Requirements at the Operational Phase. The Specialist shall then brief the participants on the contents of the technical evaluation chapter of the study covering the project at its operational phase. This shall be followed by a discussion of the following contents: a) actual operational work and b) maintenance work. This aspect should make reference to the capital requirements on equipment, machinery and vehicles, technical skill requirements, and utilities, which include electricity, fuel, water, communications, and waste disposal.</p> <p>Implementation and Operation Plan. The Specialist shall lead the participants into a review of the varying parameters of the implementation schedule, schedule of operation, and the schedule of maintenance work. The Specialist shall lead the participants into a discussion of the most appropriate presentation format that is easily adaptable to the proposed reader.</p> <p>Environmental and Other Issues. The Specialist shall first provide the participants with an overview of the technical aspects covering this segment at the operational phase. A discussion of the proposed mitigating measures should be reflected on the implementation and operation plan and their corresponding costs should be included in the project cost or operating costs. The Specialist shall also lead the participants to discuss other issues that may arise in the implementation of the project.</p> <p>A detailed outline of the Technical Study Chapter is presented in the Section on “<i>Handouts</i>” as Template 3.</p>	

Date/Time	Activity	Output
Day 2 8:30AM-3:00 PM	<p>Writing the Technical Study Chapter of the project study:</p> <p>After the briefing, the participants are asked to write up the Technical Study Chapter of the study using the outline provided. The technical facilitators shall guide the participants in writing up the chapter.</p> <ol style="list-style-type: none"> 1. The participants will be grouped by LGU. A lead facilitator will be assigned to each LGU. 2. The LGU team will work on all aspects of the subject matter. 3. The facilitators ensure that each participant has his/her handout (outline), supplies, materials including report templates. 4. Using drafts prepared during the coaching sessions and the project development workshop, the group writes up the Technical Study chapter. 5. Computers will be made available to the participants. Staff of the Ateneo School of Government will assist the participants in accessing computers. 6. A Write-up Outline is provided each participant. 7. Once the write-up is complete, the technical facilitator reviews this and posts an original copy at the Gallery. He leaves three reproduced copies of the same report on the display table for the other facilitators and/or resource persons to review. 	Draft Technical Study Chapter
3:00-4:00 PM	<p>Gallery and Critiquing:</p> <ol style="list-style-type: none"> 1. Space will be provided for the postings. In front of the posting area, a display table will be provided. 2. The copy of the output posted on the gallery is not to be written on by the critics (both facilitators and participants). 3. The copies on the display table may be used by the critics for editorial and substantive modifications or corrections. 4. The critics may note down non-editorial comments on a sheet of paper provided for the purpose (placed beside the LGU display table. That sheet of paper shall have "COMMENTS" marked on it). 	

Date/Time	Activity	Output
4:00-5:00 PM	<p>Plenary Discussion of Critique:</p> <ol style="list-style-type: none">1. A lead facilitator shall handle this sub-session. After all participants are seated and ready, the lead facilitator explains the process. He shall read each comment on the “COMMENTS” sheet of paper and ask the concerned LGU to react. Whenever he sees fit, the lead facilitator shall call on the critic to elaborate or clarify his/her point.2. The lead facilitator shall read each sheet, one LGU at a time.3. The participants are encouraged to expound or comment on the critique.	Discussion and clarifications on critique.

WRITESHOP FOR THE ORGANIZATION AND MANAGEMENT STUDY REPORT

Duration:	6 hours
Output:	Write-up on Organization and Management Study
Requirements:	<ul style="list-style-type: none"> ✓ Easel Sheets (30 pcs.) ✓ Bond Paper (1 ream) ✓ Computer ✓ Printer ✓ Ballpens (assorted colors) ✓ Microphone ✓ Speaker ✓ Masking Tape ✓ Facilitator ✓ Technical Facilitator ✓ Critic ✓ Resource Person ✓ Results of PD Workshop ✓ Materials gathered from field coaching
Facilitation:	A facilitator is assigned to each LGU to guide the activity.

Objectives of the Session

Rational:

At the end of the session, the participants should:

- ✓ Have drafted the Organization and Management Chapter of the Project Study.

Experiential:

At the end of the session, the participants should:

- ✓ Be confident that they have prepared a good Organization and Management study report.

Detailed Session Guide

The following is a detailed guide on the activities under this session. Each session will consist of four main parts namely: (1) Input, (b) Writeshop proper, (c) Gallery and Critique and (d) the Critique in Plenary.

The details of each are presented in the following table.

Writeshop on the Organization and Management Study Procedure Outline

Date/Time	Activity	Output
Day 3 8:00-8:30 AM	<p>Input: The Organization and Management Study Report Outline</p> <p>An Organization and Management Specialist shall present an annotated outline of the Organization and Management Study Chapter of the project study. The Specialist shall discuss the Organization and Management aspects covering the following:</p> <p>Pre-operating organizational requirements of the project. The Specialist shall first provide the participants with an overview of the organizational and management aspects of this phase of the project, including the training requirements. This shall be followed by a discussion of the following contents of the study: organizational structure at the pre-operational phase, staffing, responsibilities of each staff member, office and physical requirements, salaries and wages structure and the total organizational and management cost at the pre-operational phase.</p> <p>Organizational and management requirements at the operational phase. The specialist shall then brief the participants on the contents of the organizational and management chapter of the study covering the project at its operational phase. This shall be followed by a discussion of the following contents of the study: organizational structure at the operational phase, staffing, responsibilities of each staff member, office and physical requirements, salaries and wages structure of the staff, human resources development program or plan and the total organizational and management cost at the operational phase.</p> <p>Other organizational issues: The Specialist shall explain the contents of this section in terms of the following: The organizational concerns that are associated with various financing modes such as Build-Operate-Transfer and its variants, joint venture and other private sector participation modes, special operating or management arrangements and others. Each mode would call for different organizational or management arrangements.</p> <p>A detailed outline of the Organization and Management Chapter of the</p>	<p>The participants shall have been briefed on the output of the writeshop session for The Organization and Management Study.</p>

Date/Time	Activity	Output
	project study is presented in the Section on “ <i>Handouts</i> ” as Template 4.	
8:30-12:00 AM	<p>Writing the Organization and Management Study Chapter of the project study:</p> <p>After the briefing, the participants are asked to write up the Organization and Management Study Chapter of the study using the outline provided. The technical facilitators shall guide the participants in writing up the chapter.</p> <ol style="list-style-type: none"> 1. The participants will be grouped by LGU. A lead facilitator will be assigned to each LGU. 2. The LGU team will work on all aspects of the subject matter. 3. The facilitators ensure that each participant has his/her handout (outline), supplies, and materials including report templates. 4. Using drafts prepared during the coaching sessions and the project development workshop, the group writes up the Market Study chapter. 5. Computers will be made available to the participants. Staff of the Ateneo School of Government will assist the participants in accessing computers. 6. A Write-up Outline is provided each participant. 7. Once the write-up is complete, the technical facilitator reviews this and posts an original copy at the Gallery. He leaves three reproduced copies of the same report on the display table for the other facilitators and/or resource persons to review. 	Draft Organization and Management Study Chapter
1:00-2:00 PM	<p>Gallery and Critiquing:</p> <ol style="list-style-type: none"> 1. Space will be provided for the postings. In front of the posting area, a display table will be provided. 2. The copy of the output posted on the gallery is not to be written on by the critics (both facilitators and participants). 3. The copies on the display table may be used by the critics for editorial and substantive modifications or corrections. 4. The critics may note down non-editorial comments on a sheet of paper 	Editorial and substantive comments on the drafts.

Date/Time	Activity	Output
	provided for the purpose (placed beside the LGU display table. That sheet of paper shall have “COMMENTS” marked on it).	
2:00-3:00 PM	Plenary Discussion of Critique: <ol style="list-style-type: none"> 1. A lead facilitator shall handle this sub-session. After all participants are seated and ready, the lead facilitator explains the process. He shall read each comment on the “COMMENTS” sheet of paper and ask the concerned LGU to react. Whenever he sees fit, the lead facilitator shall call on the critic to elaborate or clarify his/her point. 2. The lead facilitator shall read each sheet, one LGU at a time. 3. The participants are encouraged to expound or comment on the critique. 	Discussion and clarifications on critique.

WRITESHOP FOR THE FINANCIAL AND ECONOMIC STUDY REPORT

Duration:	6 hours
Output:	Write-up on Financial and Economic Study
Requirements:	<ul style="list-style-type: none"> ✓ Outputs of the field coaching ✓ Template ✓ Computer ✓ Diskettes ✓ printer ✓ Paper ✓ Easel sheets ✓ Pens ✓ Masking tape ✓ Facilitator/Resource Person, Critic
Facilitation:	A facilitator is assigned to each LGU to guide the activity.

Objectives of the Session

Rational:

At the end of the session, the participants should:

- ✓ Have drafted the Organization and Management Chapter of the Project Study.
- ✓ Evaluated the different financing options that may possibly be adopted.

Experiential:

At the end of the session, the participants should:

- ✓ Be assured of the financial and economic viability of the proposed project;
- ✓ Be fully aware of financing option that will best suit the financial requirements of the project.

Detailed Session Guide

The following is a detailed guide on the activities under this session. Each session will consist of four main parts namely: (1) Input, (b) Writeshop proper, (c) Gallery and Critique and (d) the Critique in Plenary.

The details of each are presented in the following table.

Writeshop on the Financial and Economic Study Procedure Outline

Date/Time	Activity	Output
Day 3 3:00–3:30 PM	<p>INPUT: How To Write Your Financial Study Report</p> <p>A technical specialist first gives an overview of the financial aspect of a pre-feasibility study. He explains that some financial accounting information is needed to adequately measure and interpret the results of a proposed economic or social activity. The same information will also provide the stakeholders basis for their final decision. He then presents an outline of the report (an outline template as among the “<i>Handouts</i>” as Template 5).</p> <p>The technical specialist further discusses and explains the different sections of the report:</p> <p>Objective. This usually takes the form of a single, tightly packed paragraph. It should state the aim of the report. It may also reflect some salient points, and stage the tone and emphasis of the report.</p> <p>Project Cost. This shows the components of long-lived assets that are acquired for use in the operation of the business or project. This also includes the expenses incurred during the pre-operational phase of the project. The amounts are normally taken from the Technical study and from the pre-operational phase of the Organization and Management study reports.</p> <p>Financial Assumptions. The contents of this section shall include all the basic assumptions used in the preparation of the financial statements and analysis. It can be the rates of decrease or increase in the financial projections, the method of depreciation used, etc. The basis of all these assumptions, which may come from historical data, industry standards, national policies or future trends, must also be stated.</p> <p>Sources of Revenues. This expresses the project’s possible sources of revenues or cost recovery modes. This portion is normally linked to the Market study report. The market projections are stated in their monetary or peso equivalents by using the demand projections and their corresponding</p>	<p>The participants shall have :</p> <ul style="list-style-type: none"> ❖ clearly understood the importance of a financial study, and ❖ shall have visualized a financial study report

Date/Time	Activity	Output
	<p>proposed selling prices.</p> <p>Operating & Administrative Expenses. Expenses are the costs of the goods and services used up in the process of earning revenues. Examples include the cost of employees' salaries, rent, utilities, advertising, depreciation, and others.</p> <p>Financing alternatives. Several possible sources of funding are presented here. The specialist describes the basic characteristics of the possible fund source and each is matched to the project's profile by considering the timing, related costs, acceptability and or benefits to the stakeholders.</p> <p>Results of Financial Statements. This section summarizes the results of the projected Statement of Income and Expenses, Statement of Cash Flows, and Balance Sheet. In this portion, some factors that contribute to the dramatic changes in the projected amounts are identified and described.</p> <p>Investment Analysis. This portion provides the indicators that will allow managers and prospective owners exercise professional judgment. Specific indicators are Internal rate of Return, Net Present Value, payback period, Return on Investment and Return on Equity. The specialist also explains the use of sensitivity analysis in improving the accuracy of forecasts. Since one can never predict the precise amounts in the financial projections, variables are used and correspondingly, new indicators are computed.</p>	

Date/Time	Activity	Output
3:30 –4:00 PM	<p>INPUT: How To Write Your Economic Study Report</p> <p>A technical specialist gives an overview of the economic aspect of a pre-feasibility study. He explains that some financial accounting information should be translated to economic terms or figures to measure and interpret the results of a proposed economic or social activity. The same information will also provide the stakeholders basis for their final decision. He then presents an outline of the report (an outline template as among the “Handouts” as Template 5).</p> <p>The technical specialist further discusses and explains the different sections of the report:</p> <p>Objective. This is usually single, tightly packed paragraph. It should state the aim of the report and give the context in which the report has been done.</p> <p>Economic Assumptions. The contents of this section shall include all the basic assumptions used in the preparation of the economic statements and analysis. It can state the adjusted foreign exchange rate used in computing the costs of items with imported components, or the shadow wage rate used in computing the salaries and wages account, etc. The basis of all these assumptions, which may come from historical data, industry standards, national policies or future trends, must also be stated.</p> <p>Economic Benefits. This shows the project’s possible economic benefits expressed in peso values. Other economic benefits that are not quantifiable are to be identified and listed down.</p> <p>Adjusted Operating & Administrative Expenses. Expenses are the costs of the goods and services used up in the process of realizing the economic benefits, translated into economic values. Examples include the adjusted cost of employees’ salaries, utilities and others.</p> <p>Results of Economic Statements. This section summarizes the results of the Adjusted projected Statement of Income and Expenses, Statement of Cash Flows, and Balance Sheet.</p> <p>Economic Analysis. This portion provides the indicators that will allow managers and prospective owners exercise professional judgment. Specific indicators are Economic Internal rate of Return, Economic Net</p>	<p>The participants shall have:</p> <ul style="list-style-type: none"> ❖ clearly understood the importance of an economic study, and ❖ shall have visualized an economic study report

Date/Time	Activity	Output
	Present Value and Cost/Benefit ratio.	
4:00-5:00 PM Day 4 8:00-12:00 N	<p>Writing Up The Financial Study And The Economic Study Reports</p> <p>After the briefing, the participants are asked to write up the Financial Study and the Economic Study chapters of the pre-feasibility study. The facilitator shall assist the participants in writing up the chapters using the outlines provided in Templates 5-A, 5-B and some recommendations in report writing listed in the</p> <p>During the writing up of the first full drafts, the following will be observed.</p> <ol style="list-style-type: none"> 1. The participants will be grouped by LGU. A lead facilitator will be assigned to each LGU. 2. The team will work on all topics as per outlines. 3. The facilitator ensures that each participant has his handouts, supplies, guide questions and other materials including the report outlines/templates. 4. Computers shall also be provided, with the staff of Ateneo School of Government (ASG) assisting. 5. Relying on the results of the coaching sessions and the project development workshop, the group now starts writing up the reports. <p>Once the write up is complete, the technical facilitator reviews the drafts and posts original copies of the two reports at the Gallery area. He leaves three copies of each of the reports on the viewing table, for the other facilitators and participants to review.</p>	<p>Draft financial study</p> <p>Draft economic study</p>
1:00-2:00 PM	<p>Gallery And Critiquing:</p> <ol style="list-style-type: none"> 1. The copy of the output posted on the gallery is not to be written on by the critics (both facilitators and participants). 2. The copies on the display table may be used by the critics for editorial and substantive modifications or corrections. 3. The critics may note down non-editorial comments on a sheet of paper provided for the purpose (placed beside the LGU display table, that sheet of paper shall have "COMMENTS" marked on it. 	Editorial and substantive comments on the drafts.
2:00-3:00 PM	<p>Plenary Discussion Of Critique:</p> <ol style="list-style-type: none"> 1. A lead facilitator shall handle this sub-session. After all participants 	Discussion and clarifications on critique.

Date/Time	Activity	Output
	<p>are seated and ready, the lead facilitator explains the process. He shall read each comment on the “COMMENTS” sheet of paper and ask the concerned LGU to react. Whenever he sees fit, the lead facilitator shall call on the critic to elaborate or clarify his/her point.</p> <p>2. The lead facilitator shall read each sheet, one LGU at a time.</p>	

**PROJECT DEVELOPMENT COURSE FOR
LOCAL GOVERNMENTS**

HANDOUTS

WRITESHOP AND FINALIZATION



United States Agency for International Development



Governance and Local Democracy Project/GOLD

TEMPLATE 1**GENERAL OUTLINE OF A PRE-FEASIBILITY STUDY REPORT**

- I. TITLE PAGE
- II. PREFACE
- III. ACKNOWLEDGEMENT
- IV. EXECUTIVE SUMMARY
- V. TABLE OF CONTENTS
 - List of:
 - ✓ Tables
 - ✓ Charts
 - ✓ List of Figures
 - ✓ Illustrations
 - ✓ Maps
- VI. PROJECT BACKGROUND
 - ✓ Describe Project Justification; Include needs that will be addressed plus beneficiaries
 - ✓ Limit to one paragraph
- VII. PROJECT DESCRIPTION
 - ✓ Describe physical product or service, location, etc.
 - ✓ Limit to two paragraphs
- VIII. MARKET STUDY
- IX. TECHNICAL STUDY (including Environmental Aspects)
- X. ORGANIZATION AND MANAGEMENT STUDY
- XI. FINANCIAL STUDY
- XII. ECONOMIC EVALUATION
- XIII. MONITORING AND EVALUATION
- XIV. IMPLEMENTATION PLAN
 - ✓ Social Marketing Aspects
- XV. ANNEXES
- XVI. ACRONYMS

TEMPLATE 2**MARKET STUDY**

1. Overview of the Market

- ✓ Market Description
 - ✓ Market Beneficiaries
- } Including tables/charts/graphs

2. Demand

- ✓ Target Market
- ✓ Assumptions
- ✓ Estimates – Current and Projected
- ✓ Major Factors Affecting Demand

3. Supply

- ✓ Current Supply (description of price, quality, sufficiency, etc.)
- ✓ Competitors
- ✓ Substitute suppliers
- ✓ Assumptions
- ✓ Estimates – Current and Projected
- ✓ (number)

4. Supply/Demand Analysis

5. Marketing Plan

- ✓ 4Ps – Product / Plan or location / Price / Promotion

Chapter ____

MARKET STUDY

Section	Guide
OVERVIEW OF THE MARKET	<ul style="list-style-type: none"> <input type="checkbox"/> Define clearly the nature and types of products/services to be generated by the project, their specific uses, potential users, geographic influence area and other characteristics (Ex. In the case of a Housing Project, specify whether low-cost single units, high rise, etc.) <input type="checkbox"/> Where there is more than one type of output. <input type="checkbox"/> A breakdown of potential users of each of the products/services should be presented. <input type="checkbox"/> A general description of the sectoral and geographical areas of influence should likewise be presented.
ESTIMATE OF DEMAND	<ul style="list-style-type: none"> <input type="checkbox"/> Establish demand by identifying and describing who are the users and who needs the products/services to be offered; and where are they located? <input type="checkbox"/> Who and how many are the direct beneficiaries? Indirect beneficiaries? <input type="checkbox"/> Describe profile of target beneficiaries or potential users of products/services of the project according to type, manner of use, income classification, gender, age, etc. Focus on their present socio-economic conditions and geographical location. <input type="checkbox"/> How much are they currently spending to get/avail of the product/service. <input type="checkbox"/> Are there other alternatives for the product? For how much? <input type="checkbox"/> Historically, what is the total domestic demand for the product? Is there a foreign market? Get historical trends. Generally, demand data can be obtained through actual survey of the target market and/or through existing statistics, surveys, studies and researches. <input type="checkbox"/> Evaluate past and future demand patterns by applying appropriate projection methods. <input type="checkbox"/> In all these, if possible cite specific figures and statistics.
ESTIMATE OF SUPPLY	<ul style="list-style-type: none"> <input type="checkbox"/> Who and where are the suppliers/different competitors? Classify them according to size or production capacity, product quality, location or area of operation, market segment performance. What are their strengths? Weaknesses? <input type="checkbox"/> What is the volume of the current supply for the product (local and external)? For how much? Determine historical trends. <input type="checkbox"/> Are there alternative supplies for the products/services offered? <input type="checkbox"/> Evaluate supply and growth patterns and project future supply by applying appropriate projection methods.
DEMAND AND SUPPLY	<ul style="list-style-type: none"> <input type="checkbox"/> Compare the demand and supply trends.

Section	Guide
ANALYSIS	<ul style="list-style-type: none"> <input type="checkbox"/> Is there an oversupply for the project? How much in terms of volume and value? <input type="checkbox"/> Is there an unmet demand? How much in terms of volume and value? <input type="checkbox"/> For unmet demand, how much in terms of volume and value can the project satisfy? For how long? <input type="checkbox"/> Identify factors that may affect the market.
MARKETING PLAN/STRATEGY	<ul style="list-style-type: none"> <input type="checkbox"/> What is the most acceptable and marketable form of the product/service? <input type="checkbox"/> What is the most reasonable price of the product/service to the different users/beneficiaries? <input type="checkbox"/> How will the product/service be accessed by the users/beneficiaries? <input type="checkbox"/> What promotional activities will be conducted to launch the product/service? <input type="checkbox"/> When is the best time to introduce/launch the product/service? <input type="checkbox"/> What are the hurdles that need to be taken care of?

TEMPLATE 3

TECHNICAL STUDY	
<p>1. Technical Description of:</p> <div style="margin-left: 40px;"> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> <ul style="list-style-type: none"> ✓ Service ✓ Process Flow ✓ Technology </div> <div style="font-size: 3em; margin: 0 10px;">}</div> <div> <p>include option discussion (Technical Alternatives) Brief explanation of choice</p> </div> </div> </div> <p>2. Site Analysis</p> <p>3. Cost estimates & Specifications</p> <div style="margin-left: 40px;"> <ul style="list-style-type: none"> ✓ Design Criteria ✓ Physical Plan ✓ Inventory of Facilities </div> <p>4. Pre-operating (narrative or tabular) Technical Requirements</p> <div style="margin-left: 40px;"> <ul style="list-style-type: none"> ✓ Furniture ✓ Fixtures ✓ Equipment ✓ Machineries ✓ Vehicles w/ their corresponding economic life ✓ Utilities & their availability ✓ Technical skills </div> <p>5. Resource Requirements (excluding land) at the Operational Phase</p> <div style="margin-left: 40px;"> <ul style="list-style-type: none"> ✓ Gantt ✓ Pert ✓ CPU </div> <p>6. Implementation Plan</p> <p>7. Environmental aspect & Mitigating Measures</p>	

Chapter ____ TECHNICAL STUDY

Section	Guide
TECHNICAL DESCRIPTION OF PRODUCT	<ul style="list-style-type: none"> <input type="checkbox"/> Is your technical description consistent with your project abstract? <input type="checkbox"/> Does your technical description fully capture the bounds of the project? <input type="checkbox"/> Did you present your technical alternatives in such a way that the rationale behind the choice of the technical alternative is made apparent? <input type="checkbox"/> Does the insertion of tables, charts or figures within the text hamper the smooth flow of thought?
SITE ANALYSIS	<ul style="list-style-type: none"> <input type="checkbox"/> Did you completely enumerate the advantages and disadvantages that were used as basis of your analysis? <input type="checkbox"/> Did you make clear reference of your text to your figures or maps? <input type="checkbox"/> Is the scale of the map appropriate and sufficiently readable? <input type="checkbox"/> Does the insertion of tables, charts or figures within the text hamper the smooth flow of thought?
TOTAL PROJECT COST	<ul style="list-style-type: none"> <input type="checkbox"/> Is the presentation format of your total project cost table clear? Misleading? With proper indentation? Consistent? <input type="checkbox"/> Did you label the main titles, main items and sub-items correctly? Appropriately? <input type="checkbox"/> Do you need to use grid lines or columns for your table? <input type="checkbox"/> Did you specify what price index you used for the computation of the project cost? <input type="checkbox"/> Are your physical and currency units specified and consistent? <input type="checkbox"/> Is there a need to include footnotes, reference to annexes, exhibits, and appendix of abbreviations at the bottom of the table? <input type="checkbox"/> Were the following considered in the write-up format? <ul style="list-style-type: none"> • Technical Research, Surveys, and Tests • Description and Basis of Site Layout • Design of Basic Civil Works <input type="checkbox"/> Design of Auxiliary Engineering Facilities
PRE-OPERATIONAL REQUIREMENTS	<ul style="list-style-type: none"> <input type="checkbox"/> Would it be best to present this section by a narrative approach, tabular format, or combination of both? <input type="checkbox"/> Are your physical and currency units specified and consistent? <input type="checkbox"/> Is this section consistent with the findings/recommendations of the prior sessions/sections by the way it is presented?
OPERATIONAL RESOURCE	<ul style="list-style-type: none"> <input type="checkbox"/> Would it be best to present this section by a narrative approach, tabular format, or combination of both?

Section	Guide
REQUIREMENTS	<ul style="list-style-type: none"> <input type="checkbox"/> Did you specify what price index was used for the prevailing costs/cost assumptions? <input type="checkbox"/> Were the following presented/described completely and clearly: <ul style="list-style-type: none"> • Capital Requirement - Equipment, Machinery, and Vehicles • Technical Skills Requirement • Utilities - Electricity, Fuel, Water, Communications, and Waste Management <input type="checkbox"/> Do you need to include a schedule of resource requirements? (Program of delivery of needed project input like technical personnel, supplies, and materials)
IMPLEMENTATION AND OPERATION PLAN	<ul style="list-style-type: none"> <input type="checkbox"/> What would be the best presentation format that is friendly to the readers? Gantt, Bar or PERT-CPM Chart? <input type="checkbox"/> Were the following considered in the preparation of the plan? <ul style="list-style-type: none"> <i>Implementation Schedule</i> (construction of physical facility and installation of equipment) <ul style="list-style-type: none"> • Division of construction into physical operational time-phase • Time sequence of construction phases • Program of utilization of physical resources <i>Schedule of Operation</i> (should describe the events or activities and their time periods that would be conducted on a more regular basis after project implementation has been completed.) <i>Schedule of Maintenance Work</i> (should describe the events or activities and their time periods that would be conducted on a more regular basis that would pertain to maintenance of building and equipment.) <input type="checkbox"/> Are all plans adequately explained? <input type="checkbox"/> Is there a need to include footnotes, reference to annexes, exhibits, and appendix of abbreviations at the bottom of the table? <input type="checkbox"/> Is the time-sequence consistent?
ENVIRONMENTAL ASPECT	<ul style="list-style-type: none"> <input type="checkbox"/> Is the presentation format complete, clear, understandable, needs minimal explanation, and concise? <input type="checkbox"/> Do you need to accompany the output with a statement of limitations of the evaluation made? <input type="checkbox"/> Is there a need to include footnotes, reference to annexes, exhibits, and appendix of abbreviations at the bottom of the table? <input type="checkbox"/> Are the mitigating measures presented in a way that they are clear, mutually exclusive, concrete, time-bounded?

TEMPLATE 4**ORGANIZATION AND MANAGEMENT STUDY****1. Pre-Operating**

- ✓ Pre-implementation requirements (including training)
- ✓ Organizational structure
- ✓ Staffing
- ✓ Responsibilities
- ✓ Office / physical requirement
- ✓ Cost

2. Operating

- ✓ Projections of Personnel Requirements
 - ★ Staff
 - ★ Duties / Responsibilities
 - ★ Structure
 - ★ Compensation schedule
 - ★ Training (HRD)
- ✓ Organizational Chart
- ✓ Cost

3. Organizational Issues

Chapter ____

ORGANIZATION AND MANAGEMENT STUDY

Section 1: Pre-Operation Stage

Section	Guide
PRE-OPERATION REQUIREMENTS	Give a brief overview of activities that will constitute the pre-operations phase of the project. Give an overview of the requirements.
STAFFING REQUIREMENTS	<p>What kind of skills are needed for the pre-operations stage. How many of each will be needed? Will there be administrative staff requirements? How large will that be?</p> <p>If a formal pre-operations organization is needed, show a table detailing the type of staff, number, monthly basic salary, fringe benefits, statutory benefits and total per month, then include a column for annual benefits such as 13th month pay. Then total again for annual requirement.</p> <p>If no separate organization is needed, explain the types of personnel needed for the phase. Explain as well any financial remuneration to be accorded those who will be involved.</p>
RESPONSIBILITIES AND DUTIES	For each staff (classification) explain his/her duties and responsibilities. Basically, explain his/her scope of work.
ORGANIZATIONAL STRUCTURE	Show an organigram if applicable or relevant. If the organization is to function as a separate unit, explain how that organization will relate to the LGU. Explain the relationships of the various entities or institutions involved in the project. If relevant, show how the project will relate to national government or private entities.
OFFICE AND PHYSICAL REQUIREMENTS	<p>Will the pre-operations organization or unit need any new office or structure for that matter or can it use present space/structures? If new office space is required, specify where they must be based to ensure effective management.</p> <p>Will the pre-operations team need vehicles? What other machinery and equipment will be needed? Will these be purchased or will facilities of the LGU or other entities be used? What are these other entities who will contribute to the pre-operations phase?</p>

Section	Guide
COST	Prepare a table showing the cost of: <ul style="list-style-type: none">✓ Staffing✓ Structures/office space✓ Machinery and equipment✓ Furniture.✓ Total.

Section 2: Operation Stage

Section	Guide
OVERVIEW OF REQUIREMENTS	Give an overview of the operational requirements of the project.
STAFFING REQUIREMENTS	<p>What kind of skills are needed for the operations stage. How many of each will be needed? Will there be administrative staff requirements? How large will that be?</p> <p>If a formal organization is needed, show a table detailing the type of staff, number, monthly basic salary, fringe benefits, statutory benefits and total per month, then include a column for annual benefits such as 13th month pay. Then total again for annual requirement.</p> <p>If no separate organization is needed, explain the types of personnel needed for the phase. Explain as well any financial remuneration to be accorded those who will be involved.</p>
RESPONSIBILITIES AND DUTIES	For each staff (classification) explain his/her duties and responsibilities. Basically, explain his/her scope of work.
ORGANIZATIONAL STRUCTURE	Show an organigram if applicable or relevant. If the organization is to function as a separate unit, explain how that organization will relate to the LGU. Explain the relationships of the various entities or institutions involved in the project. If relevant, show how the project will relate to national government or private entities.
OFFICE AND PHYSICAL REQUIREMENTS	<p>Will the organization or unit need any new office or structure for that matter or can it use present space/structures? If new office space is required, specify where they must be based to ensure effective management.</p> <p>Will the team need vehicles? What other machinery and equipment will be needed? Will these be purchased or will facilities of the LGU or other entities be used? What are these other entities who will contribute to the operations phase?</p>
COST	<p>Prepare a table showing the cost of:</p> <ul style="list-style-type: none"> ✓ Staffing ✓ Structures/office space ✓ Machinery and equipment ✓ Furniture. <p>Total.</p>

Section 3: Organizational Issues

Section	Guide
ORGANIZATIONAL ISSUES	<p>What are the entities involved in the management of the project? If it will be directly managed by the LGU, is a separate unit proposed? Will this require clearance from some national government agency, such as the Department of Budget and Management (DBM) or the Civil Service Commission (CSC)? If a government corporation is planned, this will need clearance from the a national government agency regulating the formation of GOCCs.</p> <p>Is a joint venture envisioned? How will the joint venture be organized? Will it be registered under the SEC? Who will the joint venture partner be? What controls will the LGU institute to ensure that the interest of government is protected?</p> <p>Is a BOT or any of its variant contemplated? What management arrangements will be entered into between the LGU and the proponent? Between the LGU and the operator, if any?</p> <p>Is a management contract or lease agreement contemplated? Or any other private sector participation mode contemplated? Discuss the organizational or institutional relationship between the LGU and the private sector group?</p>

TEMPLATE 5-A**FINANCE STUDY**

1. Financial Assumptions
2. Revenues
3. Operating and Administrative Costs
4. Financing Alternatives – Narrative / options
5. Financial Statements – Base case = zero debt
6. Investment Analysis
 - ✓ Sensitivity Analysis
 - ✓ FIRR – Financial Internal Rate of Return
 - ✓ ROI – Return of Investment
 - ✓ FNPV – Financial Net Present Value
 - ✓ Payback
 - ✓ ROE – Return on Equity
 - ✓ RORB – Return on Rate Base

TEMPLATE 5-B**ECONOMIC STUDY**

1. Economic Assumptions
2. Economic Benefits
3. Adjusted Operating and Administrative Cost
4. Adjusted Economic Statement – Tax
5. Sensitivity Analysis
6. Economic Analysis
 - ✓ EIRR
 - ✓ ENPV
 - ✓ C/B Ratio
7. Socio-Economic Impact (Narrative)

Chapter ____ FINANCIAL AND ECONOMIC STUDY

ON FINANCIAL

Section	Guide
PROJECT COST	<ul style="list-style-type: none"> <input type="checkbox"/> Are your costs consistent with that specified in the Technical study and pre-organizational phase of the Organization and Management study reports? <input type="checkbox"/> Have you assigned estimated economic lives to the different components of the Project Cost? <input type="checkbox"/> Are the components complete or sufficient to start the operations of the business or project? Are vehicles provided/necessary? <input type="checkbox"/> Are there purchases/items that can be deferred? Are the timings of capital outlays correct?
FINANCIAL ASSUMPTIONS	<ul style="list-style-type: none"> <input type="checkbox"/> Are your assumptions realistic? Valid? <input type="checkbox"/> Have you stated the basis of your assumptions? <input type="checkbox"/> Are your assumptions consistent with the rest of the assumptions in the different chapters of the report? <input type="checkbox"/> Are they complete and clear?
SOURCES OF REVENUES	<ul style="list-style-type: none"> <input type="checkbox"/> Are the revenue streams, prices consistent with those in the Market Study report? <input type="checkbox"/> Are the projections consistent with the assumptions stated in Financial Assumptions section and with those stated in the market report? <input type="checkbox"/> Are the computations correct? <input type="checkbox"/> Are your year references the same as those with the market study report?
OPERATING & ADMINISTRATIVE EXPENSES	<ul style="list-style-type: none"> <input type="checkbox"/> Are the Salaries & wages account consistent with that in the Organization & Management Study report? <input type="checkbox"/> Are all possible expenses identified and costed properly? <input type="checkbox"/> Have you amortized your pre-operating expenses, and depreciated your Property and Equipment account according to their estimated economic lives? <input type="checkbox"/> Are the projections consistent with the assumptions stated in Financial Assumptions section report? <input type="checkbox"/> Are the computations correct?
FINANCING ALTERNATIVES	<ul style="list-style-type: none"> <input type="checkbox"/> Are all the possible options identified, evaluated and analyzed? <input type="checkbox"/> What criteria were used in the analysis? <input type="checkbox"/> Have you identified the best alternative?

Section	Guide
	<p>1. Results of Financial Statements</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are all assumptions consistent with those stated in the Financial Assumptions section of this report? <input type="checkbox"/> Are the financial statements complete? <input type="checkbox"/> Are the computations correct? <input type="checkbox"/> What highlights in the financial statements will the reader like to know? <input type="checkbox"/> Are the highlights explained in a manner that can be understood by the target readers of the report? <p>2. Investment Analysis</p> <ul style="list-style-type: none"> <input type="checkbox"/> What are the acceptance criteria of the stakeholders? <input type="checkbox"/> What are the hurdle rates to be used? <input type="checkbox"/> What factors or variables will possibly change the viability indicators of the project? <input type="checkbox"/> Are the computations and analysis correct, complete?

ON ECONOMIC

Section	Guide
ECONOMIC ASSUMPTIONS	<ul style="list-style-type: none"> <input type="checkbox"/> Are your assumptions realistic? Valid? Consistent with national standards? <input type="checkbox"/> Have you stated the basis of your assumptions? <input type="checkbox"/> Are your assumptions consistent with the rest of the assumptions in the different chapters of the report? <input type="checkbox"/> Are they complete and clear?
ECONOMIC BENEFITS	<ul style="list-style-type: none"> <input type="checkbox"/> Have you translated the financial revenue streams in economic terms? <input type="checkbox"/> Are the projections consistent with the assumptions stated in Economic Assumptions section and with those stated in the market report? <input type="checkbox"/> Have you identified all possible economic benefits whether quantifiable or non-quantifiable? <input type="checkbox"/> Are the computations correct?

Section	Guide
ADJUSTED OPERATING & ADMINISTRATIVE EXPENSES	<ul style="list-style-type: none"> <input type="checkbox"/> Are the Salaries & wages account adjusted to economic terms? <input type="checkbox"/> Are all possible expenses identified and adjusted to economic costs properly? <input type="checkbox"/> Are the projections consistent with the assumptions stated in Economic Assumptions section report? <input type="checkbox"/> Are the computations correct?
ECONOMIC ANALYSIS	<ul style="list-style-type: none"> <input type="checkbox"/> What are the acceptance criteria of the stakeholders? <input type="checkbox"/> What are the hurdle rates to be used? <input type="checkbox"/> What factors or variables will possibly change the economic viability indicators of the project? <input type="checkbox"/> Are the computations and analysis correct, complete

RECOMMENDATIONS/SUGGESTIONS IN WRITING FINANCIAL AND ECONOMIC STUDY REPORTS:

The facilitator shall direct the participants to:

1. Go over the results of the project development workshop and the coaching sessions. Sort them into batches according to the sections outlined in the templates 5-A and 5-B. Then read carefully through them.
2. Arrange the data, exhibits, tables, charts in a manner that is easily understood by the readers.
3. Word their text, analyses, explanation, etc. so that they are appropriate, clear, specific and do not trigger negative reactions.
4. Most importantly, the facilitator shall encourage the participants to just write and not to bother themselves about style or grammar at this early stage. There will be time to rethink and re-edit, hone and polish.

Getting to Know the Target-Adopter of Proposed Project

Preparation for Social Marketing Session, Project Development Study Writeshop

To prepare for the Social Marketing session that will be conducted during the Project Development Writeshop, participants must get first-hand encounter with representatives of their chosen target adopters of their proposed Project.

To select the target adopters:

1. **List all possible audiences by answering these questions**
 - To pursue implementation of this project proposal, whose support would matter?
 - To whom do you need to present the project proposal?
2. **Among the listed possible audiences, for whom would you like to prepare during the write shop?**
 Below are suggested considerations in choosing your audience:
 - A very good marketing plan targeting them or a very good presentation will make you secure a specific support that will be key to project implementation
 - They are the most difficult to convince due to several issues/concerns affecting their perception of the project
 - Their non-support can mean non project implementation
3. Research on your target audience by conducting in-depth interview at least three (3) representatives of the Target-Adopters. Aim for diversity of interviewee choices. **Use attached questionnaire.** The interviews are meant to draw the preliminary Knowledge, Attitudes, and Practices (KAP) profile of the Target-Adopters regarding your proposed Project. The preliminary profile may be enhanced by firsthand observations and other validation techniques, and through group discussions among the LGU participants prior to the Writeshop. More in depth analysis shall be drawn during the guided KAP analysis in the Writeshop to aid you in preparing presentations to the said interest group. The interview shall cover the following topics:
 - 1.1. **Knowledge or Awareness of the Proposed Project**
 - The extent of awareness of the Proposed Project among the Target-Adopters
 - What the Target-Adopters know about the Proposed Project
 - What the Proposed Project mean to the Target-Adopters
 - 1.2. **Attitude of the Target-Adopters towards the Proposed Project**
 - Describing the attitudes of the Target-Adopters towards Proposed Project
 - Meanings attributed by the Target-Adopters to the Proposed Project
 - Identifying the motivators and obstacles underlying positive or negative attributes placed by the Target-Adopters to the Proposed Project
 - 1.3. **Practices of the Target-Adopters relative to the Proposed Project**
 - Determining the practices of the Target-Adopters towards the Proposed Project
4. Summarize **all responses** and write **down all observations and insights to aid your memory.** Use attached template summarizing the motivators and de-motivators to supporting the Project.
5. Bring your report to the Writeshop.

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Interview Guide

INTRODUCTION	Project Title
I am _____ of the Project Development Team of the _____ (Name of LGU). We are conducting interviews regarding _____ (Name of Proposed Project). This is in preparation for a course writeshop, which I am required to complete.	Target Adopter (Name of Group)
	Name of Interviewee

Part 1: Determining/Analyzing Knowledge of the Proposed Project among Target-Adopters

<p>Question 1: As _____ (Target-Adopter's Group), how would you rate your level of awareness of the Proposed Project for the LGU? SHOWCARD 1</p> <p><i>(Dito sa pinapanukalang Proyekto para sa LGU, masasabi ninyo bang ang kaalaman ninyo dito ay very high, high, moderately high, low o very low? SHOWCARD 1)</i></p>	<p style="text-align: center;">Encircle one (1)</p> <p>1 Very High 2 High 3 Moderately High 4 Low 5 Very Low</p>
<p>Question 2: What features of each of the following Proposed Development Investment Project do you know? Let us consider them one by one.</p> <p><i>(Anu-anong katangian ng pinapanukalang Proyekto ang alam ninyo? Isa-isahin natin ang mga ito.)</i></p>	
<p>Question 2a: What features of the Proposed _____ (title of Proposed Project) do you know?</p> <p><i>(Anu-anong katangian ng panukalang proyekto ang alam ninyo?)</i></p>	
Answers (Mark Aided Answers)	
<ul style="list-style-type: none"> • . • . • . 	
<p>Follow-up: What other LGU-managed _____ (name of project class/type) project do you know? What are its features?</p> <p><i>(Anong ibang LGU-managed _____ (kahawig/kauring) project ang alam ninyo? Anu-ano ang katangian nito?)</i></p>	
Answers (Mark Aided Answers)	
<ul style="list-style-type: none"> • . • . • . 	

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Part 2: Analyzing the Attitudes of Target-Adopters about the Proposed Project

Focus Question (Responses must come from the respondent. Write key words only. Verbatim.)	_____ (Title of Proposed Project)
Question 1: As _____ (Target-Adopter's Group), which of these describe your attitude towards <u>this proposed Project</u> ? SHOWCARD 2 [Multiple responses allowed] <i>(Alin sa mga ito ang naglalarawan ng inyong palagay at pakiramdam sa proyekto na ito?)</i>	1 = Highly interested 2 = Mod. Interested 3 = Very little interest 4 = Not interested
Follow-up: As _____ (Target-Adopter's Group), which of these describe your attitude towards the <u>other project/s in the same category</u> as this proposed Development Investment Project? SHOWCARD 2 [Multiple responses allowed] <i>(Alin sa mga ito ang naglalarawan ng inyong palagay at pakiramdam sa ibang proyekto na kahawig ng proyekto na ito?)</i>	Related or Other Similar LGU Project 1 = Highly interested 2 = Mod. Interested 3 = Very little interest 4 = Not interested

Focus Question	_____ (Title of Proposed Project)
Question 2: Rate the proposed project in terms of your interest to get additional information. SHOWCARD 2	1 = Highly interested 2 = Mod. Interested 3 = Very little interest 4 = Not interested

Focus Question Responses must come from the respondent. Write key words only. Verbatim.	_____ (Title of Proposed Project)
Question 3: What are the reasons* for your attitude towards this proposed project? <i>(Ano/anu-ano ang dahilan sa likod ng palagay at pakiramdam ninyong ito sa tukoy na proyekto?)</i> *Reasons for the attitude must be concrete, specific and actionable	

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<p>Follow-up: What are the reasons* for your attitude towards <u>projects of the same category as this one</u>?</p> <p><i>(Ano/anu-ano ang dahilan sa likod ng palagay at pakiramdam ninyong ito sa ibang proyekto sa kategoryang ito?)</i></p> <p>*Reasons for the attitude must be concrete, specific and actionable</p>	<p>Other LGU Projects of this category or of this Kind</p>
<p>Question 4: Which ones among the reasons serve as your primary motivators for supporting the project?</p> <p><i>(Alin sa mga dahilang inyong nabanggit ang pinakanag-uudyok sa inyo para suportahan ang proyekto na ito?)</i></p>	
<p>Follow-up: Which ones among the reasons serve as your primary motivators for supporting <u>the project of the same category as this one</u>?</p> <p><i>(Alin sa mga dahilang inyong nabanggit ang pinakanag-uudyok sa inyo para suportahan ang ibang proyekto sa kategoryang ito?)</i></p>	<p>Other LGU Projects of this category or of this Kind</p>
<p>Focus Question</p>	<p>_____</p> <p>(Title of Proposed Project)</p> <p>Responses must come from the respondent. Write key words only. Verbatim.</p>
<p>Question 5: Which among the reasons serve as primary obstacles to supporting this project?</p> <p><i>(Alin sa mga dahilang inyong nabanggit ang talagang pumipigil sa inyo para suportahan ang project na ito?)</i></p>	

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<p>Follow-up: Which among the reasons serve as primary obstacles to supporting other projects in this category?</p> <p><i>(Alin sa mga dahilang inyong nabanggit ang talagang pumipigil sa inyo para suportahan ang <u>iba pang proyekto sa kategoryang ito?</u>)</i></p>	<p>Other LGU Projects of this category or of this Kind</p>
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Part 3: Analyzing the Practices of Target-Adopters about the Proposed Project

Focus Question	(title of Proposed Project)
<p>Question 1: During your term as _____ (Target-Adopter's Group), was there ever a deliberation on this proposed project? Yes or no.</p> <p>If the answer is "No", proceed to</p> <p><i>(Sa inyong panunungkulan bilang SP/LFC, nagkaroon na ba kayo ng deliberasyon ukol sa proyekto na ito? Oo o hindi.)</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
<p>Follow-up: Was there ever a deliberation on a project in this category? Yes or no.</p> <p><i>(Nagkaroon na ba kayo ng deliberasyon ukol sa <u>ibang proyekto sa kategoryang ito?</u> Oo o hindi.)</i></p>	<p>Other LGU Projects of this category or of this Kind</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
<p>Question 2: Do you take special interest and actively participate in deliberations involving this project? Yes or no.</p> <p><i>(Kayo ba ay ganadong nakikilahok at nagpapahalaga sa mga palitang kuru-kuro ukol sa proyektong ito? Oo o hindi.)</i></p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
<p>Follow-up: Do you take special interest and actively participate in deliberations involving projects in this category? Yes or no.</p> <p><i>(Kayo ba ay ganadong nakikilahok at nagpapahalaga sa mga palitang kuru-kuro ukol sa mga proyektong nasa kategoryang ito? Oo o hindi.)</i></p>	<p>Other LGU Projects of this category or of this Kind</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>

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Focus Question	(Title of Proposed Project)
<p>Question 3: Have you helped innovate/ improve on this project proposal? Yes or no.</p> <p><i>(Kayo ba ay nakatulong na sa pagsasaayos nitong panukalang proyekto? Oo o hindi.)</i></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>Follow-up: Have you helped innovate/ improve on a project proposal in this category? Yes or no.</p> <p><i>(Kayo ba ay nakatulong na sa pagsasaayos ng ibang panukalang proyekto sa kategoriyang ito? Oo o hindi.)</i></p>	<p>Other LGU Projects of this category or of this Kind</p> <input type="checkbox"/> Yes <input type="checkbox"/> No

<p>Question 4: Are you backing up this project proposal? Yes or no.</p> <p><i>(Bilang _____ (Target-Adopter's Group), kayo ba ay nasa likod nitong panukalang proyektong ito? Oo o hindi.)</i></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
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<p>Follow-up: Are you backing up this project proposal? Yes or no.</p> <p><i>(Bilang _____ (Target-Adopter's Group), kayo ba ay nasa likod ng anumang panukalang proyekto sa kategoriyang ito? Oo o hindi.)</i></p>	<p>Other LGU Projects of this category or of this Kind</p> <input type="checkbox"/> Yes <input type="checkbox"/> No
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Focus Question	(Title of Proposed Project)
<p>Question 5: Have you proposed for another project in place of this one? Yes or No.</p> <p>What did you propose?</p> <p><i>(Kayo ba ay nakapagpanukala na ng iba pang proyekto bilang kapalit nito? Oo o hindi. Ano ho ito?)</i></p>	<input type="checkbox"/> Yes, What* _____ _____ <input type="checkbox"/> No
<p>Follow-up: Have you proposed for another project in place of a project in this category? Yes or No.</p> <p>What did you propose?</p> <p><i>(Kayo ba ay nakapagpanukala na ng proyekto bilang kapalit ng isang proyekto sa parehong kategorya nitong proyektong ito? Oo o hindi. Ano ho ito?)</i></p>	<p>Other LGU Projects of this category or of this Kind</p> <input type="checkbox"/> Yes What* _____ _____ <input type="checkbox"/> No

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<p>Question 6: Have you advised/proposed for your Group or Sector to disapprove of this project proposal? Yes or No.</p> <p><i>(Kayo ba ay nagpayo/nagmungkahi na sa inyong grupo o sector na huwag aprubahan ang panukalang proyektong ito? Oo o hindi.)</i></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>Follow-up: Have you advised/proposed for your Group or Sector to disapprove of a project proposal <u>of the same category as this one</u>? Yes or No.</p> <p><i>(Kayo ba ay nakaspagmungkahi na sa SP/LFC/LCE na huwag aprubahan ang isang proyektong na <u>nasa kategoryang ito</u>? Oo o hindi.)</i></p>	<p>Other LGU Projects of this category or of this Kind</p> <input type="checkbox"/> Yes <input type="checkbox"/> No

Interview ends here. ☺

Interviewers Notes:

Interview Kit: Please detach and laminate and/or print on colored paper.

Showcard 1 for Part 1, Question 1

- 1 Very High = 81-100%**
- 2 High = 67-80%**
- 3 Moderately High = 47-60%**
- 4 Low = 21 – 40%**
- 5 Very Low = 0 – 20%**

Showcard for Part 2, Question 2

- 1 = Highly interested**
- 2 = Moderately interested**
- 3 = Very little interest**
- 4 = Not interested**

Template: Summary of Motivators and De-Motivators

Overall Attitude: _____ (Level of interest)

_____ (Level of interest to know more about the Project)

Reasons for Attitudes of Target Respondents towards the Proposed Project	Interviewers' <u>perceived</u> meaning of expressed reasons of the interviewees. Meanings could be in terms of benefits and dis-benefits relative to their interest.
Reasons: > > > > > > >	Meaning:
Expressed Primary Reasons for <u>Supporting</u> : > > > > > > >	Meaning:
Expressed Primary Reasons for <u>Not Supporting</u> : > > > > > > >	Meaning:

Pre-Write Shop Discussion

(As much as possible, items 1 and 2 must be facilitated and items 3-5 must be explained.)

Questions:

To pursue implementation of this project proposal, whose support would matter?
To whom do you need to present the project proposal?

Activity Guide:

3. List all possible audiences
4. For which audience would you like to prepare during the write shop?
Suggested considerations in choosing your audience:
 - A very good marketing plan targeting them or a very good presentation will make you secure a specific support that will be key to project implementation
 - They are the most difficult to convince due to several issues/concerns affecting their perception of the project
 - Their non-support can mean non project implementation
5. Research on your target audience using enclosed guides.
6. Write down all observations and insights to aid your memory.
7. Bring all gathered information to the write shop.